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ABSTRACT

This collection of materials describes a collaborative program between the West Hartford (Connecticut) Public Schools and St. Joseph College (Connecticut) to prepare special needs students who have completed high school for transition to employment and community living. The program is intended to provide meaningful integration of special needs students with nonhandicapped, age-appropriate peers and utilizes special education support services, vocational and community experiences, 2-year programming, and job opportunities on campus. The materials include information about program features; an outline of life-centered career education competency units; an individualized education program form; sample academic worksheets; sample vocational training worksheets; and other information concerning life skills, community living, parent communication, and homework. (DB)

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ED 381 991

A SPECIAL NEEDS POST-HIGH SCHOOL PROGRAM

at

ST. JOSEPH COLLEGE

"If They Could See Me Now..."

Presenters: Dr. Alex Nardone, Director of Pupil Services
Mr. Glenn McGrath, Supervisor of Pupil Services
West Hartford Public Schools
West Hartford, Connecticut
(203) 523-3500

April 6, 1995

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GOALS

West Hartford Public Schools, in collaboration with St. Joseph College, will establish a post-high school program on the college campus which provides an educational opportunity to prepare Special Needs students for successful transition to meaningful employment and community living.

RATIONALE

West Hartford Public Schools high school programs provide an inclusive model of education for students with special needs. This model provides age-appropriate placement of special needs students in mainstream classes. The educational program is individualized and focuses on meaningful integration of special needs students with their non-handicapped, age appropriate peers. This participation in mainstreamed education, in collaboration with special education support services, facilitates the development of personal, social and vocational independence. Central to this model of inclusive education , is the belief that all students have varied needs and abilities and are entitled to participate fully in their school community. To this end, it is important that special needs students complete their high school program in a timely fashion comparable to their non-handicapped peers and be provided the opportunity to participate in a post-high school program which provides vocational and community based training and social experiences which will improve the quality of their lives.

PROGRAM COMPONENTS

- age appropriate peers
- college campus environment
- environment which supports inclusive practices
- functional academics and transition planning
- vocational and community experiences
- related services delivered within campus program
- job opportunities available on campus
- two year programming for students

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A COLLABORATIVE POST-HIGH SCHOOL PROGRAM
at
ST. JOSEPH COLLEGE
for
SPECIAL NEEDS STUDENTS

PROPOSAL

December 1, 1993

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NUMBER OF STUDENTS

7 in 1994-95

6 in 1995-96

10 in 1996-97

REQUIREMENTS

- Vocational staff provided by WHPS
- Related Services staff provided by WHPS
- Supervision of program and staff by WHPS
- Instructional materials and equipment provided by WHPS
- Transportation provided by WHPS
- ONE CLASSROOM PROVIDED BY ST. JOSEPH COLLEGE
- ACCESS TO ALL CAMPUS FACILITIES AND EVENTS PROVIDED BY ST. JOSEPH COLLEGE

TIME LINE

- Agreement to collaborate by December 1, 1993
- Inform WHPS Board of Education by January 1, 1994
- Inform parents by January 15, 1994
- Implement program for September 1, 1994
- Evaluate program by April 1995
- Determine program revisions by June 1995
- Evaluate annually

CONTACT PERSON: Allan Menkel Department Supervisor (203) 523-3500

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saint joseph college West Hartford, Connecticut 06117 (203) 232-4571 FAX 233-5695

Office of the Provost

December 15, 1993

Alexander T. Nardone, Ph.D.
Director of Pupil Services
West Hartford Public Schools
28 South Main Street
West Hartford, CT 06107

Dear Dr. Nardone:

President Coleman has asked me to respond to your proposal to establish a collaborative post-high school program on the campus of Saint Joseph College. I am pleased to report that all interested parties at the College support the proposal and look forward to another opportunity of working with the West Hartford Public Schools. We have, I believe, identified a suitable, fully accessible room for your use. Since it is a room that we ordinarily reserve for rental purposes, we will need to charge a modest fee to cover utilities and lost income. Financial arrangements for the College will be handled by Daniel Overstreet, Vice President for Finance and Administration. I will have Mr. Overstreet contact you on specific details.

All of us at Saint Joseph College look forward to working with you in this exciting project.

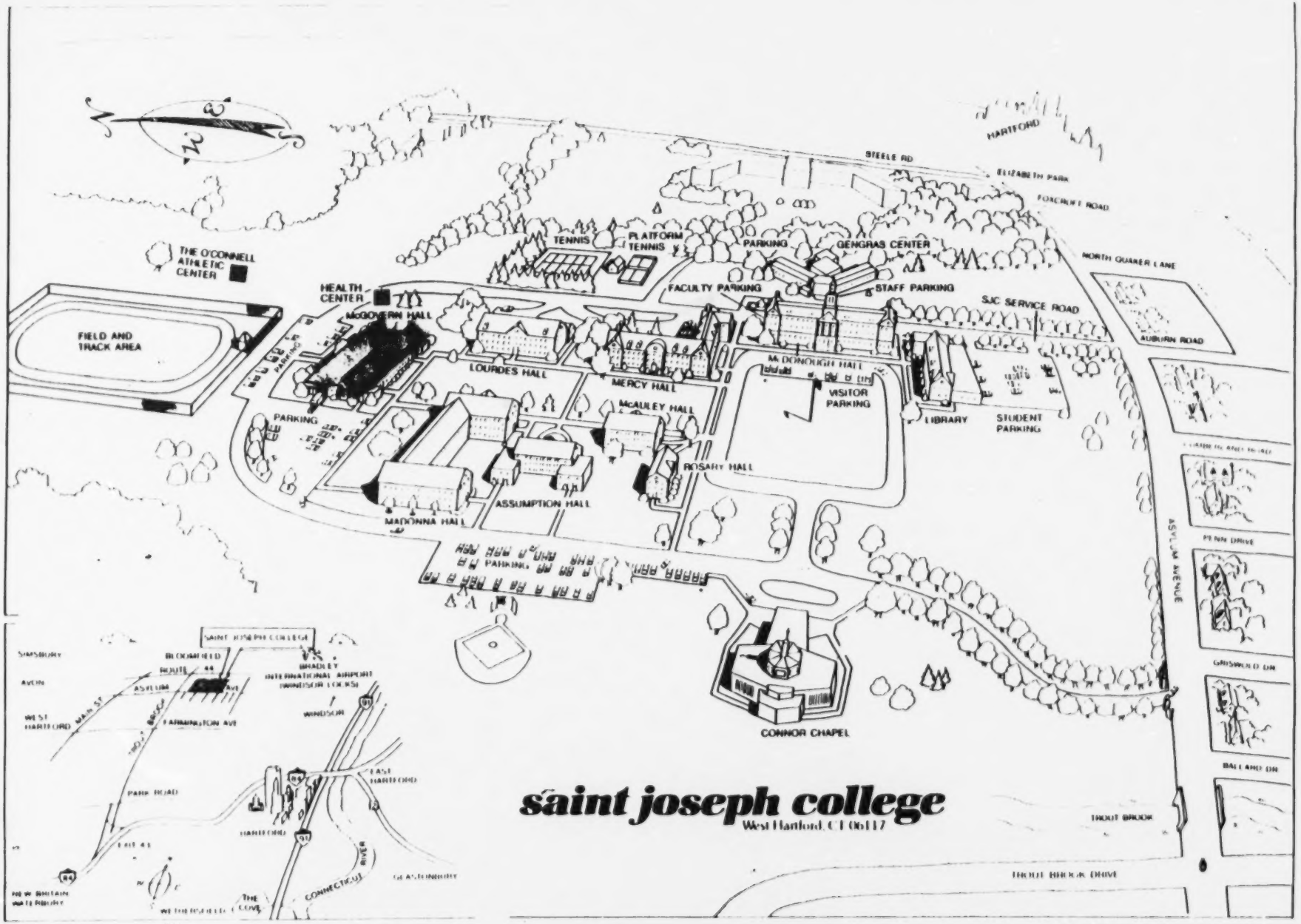
Sincerely,

Martin D. Snyder

Martin D. Snyder, Ph.D.
Provost

MDS/mmh

cc: W. Coleman
D. Overstreet



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THE sjc BEAT

vol. 3 no. 5 October 13 - October 19, 1994

In this Issue: **Community Service Walkathon** *Community Service News....4*

SJC to Compete in Timex Fitness Week *Athletics....7*

"Haunted Houses and Ghosts" *Advertisement....6*

A New Special Education Program

The West Hartford Public Schools, in collaboration with St. Joseph College, has established a post high school program on the college campus. This program provides educational opportunities in the areas of Vocational Training, Life Skills and Academics for special needs students, which will prepare them for a successful transition to meaningful employment and community living.

Our rationale for this program is an inclusive model of education for students with special needs, which provides age-appropriate placement of students in typical academic and social activities. Participation in all mainstream experiences, in collaboration with special education support services, facilitates the development of personal, social and vocational independence.

Central to this model of inclusive education, is the belief that all students have varied needs and abilities and are entitled to participate fully in their community. To this end, it is important that special needs students complete their high school program with age appropriate peers and be provided the opportunity to participate in a post-high school program like their peers. The Saint Joseph College community provides special needs students the opportunity to experience social activities, vocational and community based training, which will enrich and improve the quality of their lives and hopefully their independence as adults.

In the short time we have been here the Saint Joseph College community has made us feel welcome. Martin Snyder, Bill Cardarelli, Bettyanne Janelle, Debbie Baer, Kieran Myers, Phil Malinoski, Charlie Morrell, the Registrar's Office Staff, Denise Evans and everyone in the Bookstore have all helped us move in and feel at home. We are looking forward to meeting and working with faculty, staff, and ESPECIALLY STUDENTS to help us facilitate this inclusive model.

Come and visit us any time. We are located in McGovern Hall, room SR4, everyday from 8 o'clock until 2:30. Our extension number is 486.

The West Hartford School Life Centered Education Team.

Carol DelTatto, *Special Education Teacher*
Amy Gothers, *Social Worker*
Linda Nawrot, *Vocational Coordinator*
Dee Vowels, *Speech/ Language Consultant*
Dan Tamkin, *Teacher Assistant*

Appendix:

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1994

FALL FESTIVAL

SATURDAY, OCTOBER 15
12 NOON AT THE O'CONNELL CENTER

Music by The Hot Cat Jazz Band, Tequila, Mosaic, and the Elm City Banjo Society, Irish Step Dancing, food, games, walkathon, synchronized swimming, children's booths, crafts, pony rides, clowns, a magician. Make your own MTV video, face painting, dunking booth, special appearances by Barney and the Power Rangers,

and so much more.

West Hartford Public Schools

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February 2, 1995

Winifred Coleman, President
St. Joseph College
1678 Asylum Avenue
West Hartford, CT 06117

Dear Winnie.

I thought I would share some good news with you. I met with my staff on January 18th, 1995 for a mid-year up-date on the Post-Grad Special Needs Program at St. Joseph College. I have listed their comments below.

Also, I will be presenting this program at the National CEC Conference in Indianapolis in April.

"What are the positives of the Special Needs Program at St. Joseph that you have seen this year?"

- The students are coming to conclusions on their own.
- The students are making realistic choices.
- There seems to be a higher level of intellectual processing.
- There seems to be more willingness on the part of the students to try new and different activities.
- The students are displaying very appropriate behavior in social situations.
- The students have adjusted very well to the campus program.
- The students realize that they need to wear a watch.
- The campus provides a balance between a new environment and geographic security.
- There have been a wide variety of experiences and opportunities available to the students; bookstore, cafeteria, fitness center, library, dorms, activities center, bulletin boards, special events such as craft fairs or musical performances.
- The program is completely inter-disciplinary.
- The program is life-centered and focuses on real and meaningful daily living.
- The students are included in an age appropriate environment.

Thank you for your help and continued support.

Sincerely,

Alexander T. Nardone, Ph.D.
Director of Pupil Services

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Pupil SERVICES DEPARTMENT

WEST HARTFORD PUBLIC SCHOOLS
28 South Main Street, West Hartford, Connecticut 06107
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Sample Student Program Schedule at SJC

Week 1 and 3

	Monday	Tuesday	Wednesday	Thursday	Friday
Conard 7:40-9:30	Reading Math	Reading Math	Reading Math	Reading Math	Reading Math
9:30	Leave for SJC		Voc. Sites	Leave for SJC	
10:00-10:45	Amy Group	Linda Voc. Seminar		Amy Group	Linda Voc. Seminar
10:45-11:30	Carol Life Skills	Carol Life Skills		Carol Life Skills	Carol Life Skills
11:30-12:00	Lunch				
12:00-2:30	Amy & Carol Community	Voc. Site		Voc. Site	Dee & Carol Community

Week 2 and 4

	Monday	Tuesday	Wednesday	Thursday	Friday
Conard 7:40-9:30	Reading Math	Reading Math	Reading Math	Reading Math	Reading Math
9:30	Leave for SJC		Voc. Site	Leave for SJC	
10:00-10:45	Amy Group	Linda Voc. Seminar		Amy Group	Linda Voc. Seminar
10:45-11:30	Carol Life Skills	Carol Life Skills		Carol Life Skills	Carol Life Skills
11:30-12:00	Lunch				
12:00-2:30	Voc. Site	Dee &Carol Community		Amy & Carol Community	Voc. Site

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West Hartford Public Schools

Special Needs Post High School Program

LIFE-CENTERED CAREER EDUCATION CURRICULUM

A COMPETENCY BASED APPROACH

BY: DR. DONN E. BROLIN

OUTLINE OF LIFE CENTERED CAREER EDUCATION (LCCE) COMPETENCY UNITS

ACADEMIC

PERSONAL/SOCIAL

VOCATIONAL

Competency Unit	Subcompetency: The student will be able to:						
1 Managing Personal Finances	1. Count money & make correct change	2. Make responsible expenditures	3. Keep basic financial records	4. Calculate & pay taxes	5. Use credit responsibly	6. Use banking services	
2 Selecting & Managing a Household	7. Maintain home environment	8. Use basic appliances and tools	9. Select adequate housing	10. Set up household	11. Maintain home grounds		
3 Caring for Personal Needs	12. Demonstrate knowledge of physical fitness, nutrition & weight	13. Exhibit proper grooming & hygiene	14. Dress appropriately	15. Demonstrate knowledge of common illness, prevention & treatment	16. Practice personal safety		
4 Raising Children & Meeting Marriage Responsibilities	17. Demonstrate physical care for raising children	18. Know psychological aspects of raising children	19. Demonstrate marriage responsibilities				
5 Buying, Preparing & Consuming Food	20. Purchase food	21. Clean food preparation areas	22. Store food	23. Prepare meals	24. Demonstrate appropriate eating habits	25. Plan/eat balanced meals	
6 Buying & Caring for Clothing	26. Wash/clean clothing	27. Purchase clothing	28. Iron, mend & store clothing				
7 Exhibiting Responsible Citizenship	29. Demonstrate knowledge of civil rights & responsibilities	30. Know nature of local state & federal governments	31. Demonstrate knowledge of the law & ability to follow the law	32. Demonstrate knowledge of citizen rights & responsibilities			
8 Utilizing Recreational Facilities & Engaging in Leisure	33. Demonstrate knowledge of available community resources	34. Choose & plan activities	35. Demonstrate knowledge of the law & ability to follow the law	36. Engage in group & individual activities	37. Plan vacation time		
9 Getting Around the Community	38. Demonstrate knowledge of traffic rules & safety	39. Demonstrate knowledge & use of various means of transportation	40. Find way around the community	41. Drive a car			
10 Achieving Self Awareness	42. Identify physical & psychological needs	43. Identify interests & abilities	44. Identify emotions	45. Demonstrate knowledge of physical self			
11 Acquiring Self Confidence	46. Express feelings of self-worth	47. Describe others' perception of self	48. Accept & give praise	49. Accept & give criticism	50. Develop confidence in oneself		
12 Achieving Socially Responsible Behavior	51. Develop respect for the rights & properties of others	52. Recognize authority & follow instructions	53. Demonstrate appropriate behavior in public places	54. Know important character traits	55. Recognize personal roles		
13 Maintaining Good Interpersonal Skills	56. Demonstrate listening & responding skills	57. Establish & maintain close relationships	58. Make & maintain friendships				
14 Achieving Independence	59. Strive toward self-actualization	60. Demonstrate self-organization	61. Demonstrate awareness of how one's behavior affects others				
15 Making Adequate Decisions	62. Locate & utilize sources of assistance	63. Anticipate consequences	64. Develop & evaluate alternatives	65. Recognize nature of a problem	66. Develop goal seeking behavior		
16 Communicating with Others	67. Recognize & respond to emergency situations	68. Communicate with understanding	69. Know rudiments of communication				
17. Knowing & Exploring Occupational Possibilities	70. Identify remunerative aspects of work	71. Locate sources of occupational & training information	72. Identify personal values met through work	73. Identify societal values met through work	74. Classify jobs into occupational categories	75. Investigate local occupational & training opportunities	
18 Selecting & Planning Occupational Choices	76. Make realistic occupational choices	77. Identify requirements of appropriate & available jobs	78. Identify occupational aptitudes	79. Identify major occupational interests	80. Identify major occupational needs		
19 Exhibiting Appropriate Work Habits & Behavior	81. Follow directions & observe regulations	82. Recognize importance of attendance & punctuality	83. Recognize importance of supervision	84. Demonstrate knowledge of occupational safety	85. Work with others	86. Meet demands for quality work	87. Work at a satisfactory rate
20 Seeking, Securing & Maintaining Employment	88. Search for a job	89. Apply for a job	90. Interview for a job	91. Know how to maintain post school occupational adjustment	92. Demonstrate knowledge of competitive standards	93. Know how to adjust to change in employment	
21 Exhibiting Sufficient Physical & Manual Skills	94. Demonstrate stamina & endurance	95. Demonstrate satisfactory balance & coordination	96. Demonstrate manual dexterity	97. Demonstrate sensory discrimination			
22 Obtaining Specific Occupational Skills	There are no specific subcompetencies as they depend on skill being taught						

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Source: Life Centered Career Education, Donn E. Brolin, 1992, Reston, VA: The Council for Exceptional Children

Source: Life Centered Career Education, Donn E. Brolin, 1992, Reston, VA: The Council for Exceptional Children

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LIFE CENTERED CAREER EDUCATION
Individualized Education Program Form
(Use attachments as needed for each student)

Student Name: DAN C. School: Conard / St. Joseph's Grade: _____ Date: 5/94

SECTION I: Present Level of Educational Performance

Reading: 1.6 grade level (Brigance)

Math: 4.7 w/calculator (Brigance)

LCCE Assessment Knowledge Battery: Total: 50%
Daily Living: 46% Personal-Social: 66% Occupational: 30%

SECTION II: Annual Goals

A. Academic Goals (See attachment)

B. LCCE Functional Skills for Transition Preparation (Check those that apply)
This student will progress toward acquiring functional behaviors in the following competency areas. (Check the appropriate annual goals.)

- ✓ 1. Managing Personal Finances
- ✓ 2. Selecting and Managing a Household
- ✓ 3. Caring for Personal Needs
- ___ 4. Raising Children and Meeting Marriage Responsibilities
- ✓ 5. Buying, Preparing, and Consuming Food
- ___ 6. Buying and Caring for Clothing
- ___ 7. Exhibiting Responsible Citizenship
- ✓ 8. Utilizing Recreational Facilities and Engaging in Leisure
- ✓ 9. Getting Around the Community
- ✓ 10. Achieving Self-Awareness
- ✓ 11. Achieving Self-Confidence
- ___ 12. Achieving Socially Responsible Behavior
- ___ 13. Maintaining Good Interpersonal Skills
- ___ 14. Achieving Independence
- ___ 15. Making Adequate Decisions
- ✓ 16. Communicating with Others
- ___ 17. Knowing and Exploring Occupational Possibilities
- ✓ 18. Selecting and Planning Occupational Choices
- ✓ 19. Exhibiting Appropriate Work Habits and Behaviors
- ✓ 20. Seeking, Securing, and Maintaining Employment
- ✓ 21. Exhibiting Sufficient Physical-Manual Skills
- ✓ 22. Obtaining Specific Occupational Skills

C. Other Transitional/Support Services Goals (Check those that apply)

- ___ 1. Financial Assistance/Income Support
- ___ 2. Advocacy Legal Services
- ___ 3. Medical
- ___ 4. Insurance
- ___ 5. Transportation
- ___ 6. Other _____
- ___ 7. Other _____
- ___ 8. Other _____

SECTION III: Specific Educational Services Needed

Goal & Subcomp. Numbers	Special Services Needed	Special Media/Materials and Equipment	Individual Implementors
A	See attachment.		
B1 (1,2,6)	Practice with authentic money, buying & selling games, role playing. Compare labels, tags & ads. Determine items as necessity or luxury. Compare regular & sale prices, shopping lists. Visits to bank, practice banking skills.	Authentic money, money games, trips to markets. Labels, tags newspaper ads, magazines, flash cards. Television ads, mock banking materials, LCCE lesson plans.	Special Ed. staff, parents, community personnel and peers.
B2 (8,9)	Visit appliance store, hardware store, role playing, simulated home repairs, determine housing needs, trips to real estate offices.	Various appliances, tools, newspapers, LCCE lesson plans.	Special Ed. staff, parents, community personnel and peers.

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SECTION IV: Short-Term Individual Objectives

A. Academic Goals (see attachment)

B. LCCE Functional Skills for Transition Preparation (check those that apply)

- ✓ 1. Identify Money and Make Correct Change (1)
- ✓ 2. Make Responsible Expenditures (1)
- ___ 3. Keep Basic Financial Records (1)
- ___ 4. Calculate and Pay Taxes (1)
- ___ 5. Use Credit Responsibly (1)
- ✓ 6. Use Banking Services (1)
- ___ 7. Maintain Home Exterior/Interior (2)
- ✓ 8. Use Basic Appliances and Tools (2)
- ✓ 9. Select Adequate Housing (2)
- ___ 10. Set Up Household (2)
- ___ 11. Maintain Home Grounds (2)
- ✓ 12. Demonstrate Knowledge of Physical Fitness, Nutrition, and Weight (3)
- ___ 13. Exhibit Proper Grooming and Hygiene (3)
- ___ 14. Dress Appropriately (3)
- ✓ 15. Demonstrate Knowledge of Common Illness, Prevention, and Treatment (3)
- ___ 16. Practice Personal Safety (3)
- ___ 17. Demonstrate Physical Care for Raising Children (4)
- ___ 18. Know Psychological Aspects of Raising Children (4)
- ___ 19. Demonstrate Marriage Responsibilities (4)
- ✓ 20. Purchase Food (5)
- ___ 21. Clean Food Preparation Areas (5)
- ✓ 22. Store Food (5)
- ✓ 23. Prepare Meals (5)
- ___ 24. Demonstrate Appropriate Eating Habits (5)
- ✓ 25. Plan and Eat Balanced Meals (5)
- ___ 26. Wash/Clean Clothing (6)
- ___ 27. Purchase Clothing (6)
- ___ 28. Iron, Mend, and Store Clothing (6)
- ___ 29. Demonstrate Knowledge of Civil Rights and Responsibilities (7)
- ___ 30. Know Nature of Local, State, and Federal Governments (7)
- ___ 31. Demonstrate Knowledge of the Law and Ability to Follow the Law (7)
- ___ 32. Demonstrate Knowledge of Citizen Rights and Responsibilities (7)
- ___ 33. Demonstrate Knowledge of Available Community Resources (8)
- ✓ 34. Choose and Plan Activities (8)
- ___ 35. Demonstrate Knowledge of the Value of Recreation (8)
- ✓ 36. Engage in Group and Individual Activities (8)
- ___ 37. Plan Vacation Time (8)
- ___ 38. Demonstrate Knowledge of Traffic Rules and Safety (9)
- ✓ 39. Demonstrate Knowledge and Use of Various Means of Transportation (9)
- ___ 40. Find Way Around the Community (9)
- ___ 41. Drive a Car (9)
- ___ 42. Identify Physical and Psychological Needs (10)
- ✓ 43. Identify Interests and Abilities (10)
- ✓ 44. Identify Emotions (10)
- ✓ 45. Demonstrate Knowledge of Physical Self (10)
- ✓ 46. Express Feelings of Self-Worth (11)
- ✓ 47. Describe Others' Perception of Self (11)
- ___ 48. Accept and Give Praise (11)
- ___ 49. Accept and Give Criticism (11)
- ✓ 50. Develop Confidence in Oneself (11)
- ___ 51. Demonstrate Respect for the Rights and Properties of Others (12)
- ___ 52. Recognize Authority and Follow Instructions (12)
- ___ 53. Demonstrate Appropriate Behavior in Public Places (12)
- ___ 54. Know Important Character Traits (12)
- ___ 55. Recognize Personal Roles (12)
- ___ 56. Demonstrate Listening and Responding Skills (13)
- ___ 57. Establish and Maintain Close Relationships (13)
- ___ 58. Make and Maintain Friendships (13)
- ___ 59. Strive Toward Self-Actualization (14)
- ___ 60. Demonstrate Self-Organization (14)
- ___ 61. Demonstrate Awareness of How One's Behavior Affects Others (14)
- ___ 62. Locate and Utilize Sources of Assistance (15)
- ___ 63. Anticipate Consequences (15)
- ___ 64. Develop and Evaluate Alternatives (15)
- ___ 65. Recognize Nature of a Problem (15)
- ___ 66. Develop Goal-Seeking Behavior (15)
- ___ 67. Recognize and Respond to Emergency Situations (16)
- ✓ 68. Communicate with Understanding (16)
- ___ 69. Know Subtleties of Communication (16)
- ___ 70. Identify Remunerative Aspects of Work (17)
- ___ 71. Locate Sources of Occupational and Training Information (17)
- ___ 72. Identify Personal Values Met Through Work (17)
- ___ 73. Identify Societal Values Met Through Work (17)
- ___ 74. Classify Jobs into Occupational Categories (17)

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___ 75. Investigate Local Occupational and Training Opportunities (17)
✓ 76. Make Realistic Occupational Choices (18)
___ 77. Identify Requirements of Appropriate and Available Jobs (18)
___ 78. Identify Occupational Aptitudes (18)
✓ 79. Identify Major Occupational Interests (18)
___ 80. Identify Major Occupational Needs (18)
✓ 81. Follow Directions and Observe Regulations (19)
___ 82. Recognize Importance of Attendance and Punctuality (19)
___ 83. Recognize Importance of Supervision (19)
✓ 84. Demonstrate Knowledge of Occupational Safety (19)
___ 85. Work with Others (19)
___ 86. Meet Demands for Quality Work (19)
___ 87. Work at a Satisfactory Rate (19)
___ 88. Search for a Job (20)
___ 89. Apply for a Job (20)
✓ 90. Interview for a Job (20)
___ 91. Know How to Maintain Post-School Occupational Adjustment (20)
___ 92. Demonstrate Knowledge of Competitive Standards (20)
___ 93. Know How to Adjust to Changes in Employment (20)
✓ 94. Demonstrate Stamina and Endurance (21)
___ 95. Demonstrate Satisfactory Balance and Coordination (21)
___ 96. Demonstrate Manual Dexterity (21)
___ 97. Demonstrate Sensory Discrimination (21)

C. Other Transitional/Support Services Objectives (see attachment)

SECTION V: Date and Length of Time relative to specific educational services needed for this student

Goal Number	*Beginning Date*	*Ending Date*	*Goal Number*	*Beginning Date*	*Ending Date*
All goals.	August 30, 1994	June 15, 1995			

SECTION VI: Objective Criteria, Evaluation Procedures, and Schedule for assessing short-term objectives

Objective Criteria can be found in the LCCE Competency Rating Scale (CRS), the LCCE Knowledge Battery (KB), and the LCCE Performance Battery (PB). Criteria listed reflect the short-term individual objectives checked in Section IV, Part B, of this form.

Evaluation Procedures can be determined by the IEP Committee reviewing the manuals for the Competency Rating Scale, Knowledge Battery, and Performance Battery.

Schedule for Assessment should include time, data, frequency, place, etc.

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West Hartford Public Schools

Special Needs Post High School Program

ACADEMICS

VALUE OF COINS

Worksheet

Name _____ Date _____

Directions: Write the correct answer on each line.

1. a. 1 dime = _____ pennies
   b. 1 dime = _____ nickels
   c. 1 dime = 1 nickel and _____ pennies

2. a. 1 quarter = _____ pennies
   b. 1 quarter = _____ nickels
   c. 1 quarter = 2 dimes and _____ nickel
   d. 1 quarter = 1 dime and _____ nickels
   e. 1 quarter = 5 pennies and _____ dimes
   f. 1 quarter = 5 pennies and _____ nickels
   g. 1 quarter = 1 dime and _____ pennies
   h. 1 quarter = 1 nickel and _____ pennies

3. a. 1 half dollar = _____ pennies
   b. 1 half dollar = _____ nickels
   c. 1 half dollar = _____ dimes
   d. 1 half dollar = _____ quarters
   e. 1 half dollar = 1 quarter and _____ pennies
   f. 1 half dollar = 1 quarter, 1 nickel, and _____ dimes
   g. 1 half dollar = 1 quarter, 5 pennies and _____ nickels
   h. 1 half dollar = 2 nickels and _____ pennies
   i. 1 half dollar = 1 quarter, 1 dime, 1 nickel and _____ pennies

Source: Life Centered Career Education, Donn E. Brolin, 1992, Reston, VA: The Council for Exceptional Children.

SHOPPERS VOCABULARY

price - the cost of a product.

quality - how well a product is made.

contents - what a product is made of.

ingredients - another word for contents.

appearance - how something looks.

harmful product - not a safe product.

brand names - names of products from different companies.

harmless product - a safe product to use

compare - to look for information that is the same or different about a product.

durability - how long a product will last.

quantity - the number of items.

consumer - person who uses the products.

price	quality	contents
ingredients	appearance	harmful product
brand names	harmless product	compare
durability	quantity	consumer

The _____ of a product is how long a it will last.

A _____ is a safe product to use.

A _____ is not a safe product.

The _____ are what a product is made of.

To _____ compare is to look for information that is the same or different about a product.

The number of items is the _____.

Names of products from different companies are called _____.

A person who does lawn work and rakes leaves is a _____.

A _____ is a person who uses the products.

The _____ of a product is how well it is made.

The_____ is the cost of a product.

The _____ of a product is how it looks.

Banking Vocabulary

Pay Check

Bank

Cash

Net Deposit

Withdrawal

Signature

Savings Account

Checking Account

Account Number

Identification

Bank Teller

Deposit Slip

Withdrawal Slip

Coins

Currency

Passbook

Checkbook

Today's Date

Entrance

Exit

Total Amount

Checks

Money

Wait Here For Next Available Teller

West Hartford Public Schools

Special Needs Post High School Program

VOCATIONAL TRAINING

INTERESTS I POSSESS
Worksheet

Name_____ Date_____

Directions: The four career roles are listed below, and underneath them are different kinds of interests. Circle all the interests that you have in each list. Add any that come to mind on the lines marked "Other."

Family Member	Citizen/Volunteer	Employee	Avocational
Shopping	Helping the elderly	Working outside	Traveling
Caring for children	Helping children	Working inside	Sports
Cooking	Church activities	Physical work	Sewing
Cleaning	Boy/Girl Scouts	Clerical work	Dancing
Yard work	Helping neighbors	Sales clerk work	Woodworking
Repairs	Delivering food	Restaurant work	Repairs
Paying bills	Raising money	Carrying things	Hobbies
Budget work	Shoveling snow	Helping people	Crafts
Planning vacations	Yard work for others	Repairs	Playing cards
Decorating	Campaigning	Cleaning things	Music
Running errands	Running errands	Driving a truck	Art
Washing the car	Office work	Delivering mail	Visiting museums
Painting the house	Visiting sick people	Working alone	Writing
Gardening	Recycling	Working with others	Painting
Other:	Other:	Other:	Other:
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____ Total	_____ Total	_____ Total	_____ Total

Source: Life Centered Career Education, Donn E. Brolin, 1992, Reston, VA: The Council for Exceptional Children.

VOCABULARY

JOB TITLE	JOB FUNCTION
A. cafeteria worker	_____puts merchandise on shelf
B. mail clerk	_____sweeps & mops floors, cleans-up
C. dish washer	_____repairs cars
D. teacher	_____washes & folds clothes
E. sales person	_____builds things out of wood
F. pharmacist	_____makes cakes and desserts
G. plumber	_____directory assistance, puts phone calls through
H. assembly-line worker	_____sends out packages
I. carpenter	_____person who sells items
J. stock clerk	_____serves food, cleans tables
K. telephone operator	_____fixes toilets, installs pipes
L. auto mechanic	_____washes dishes
M. janitor	_____sorts mail
N. file clerk	_____helps people, preach sermons
O. baker	_____sells medicine, fills prescriptions
P. day care worker	_____arranges and sells flowers
Q. laundry worker	_____instructs students
R. grocery store bagger	_____lawn work, rakes leaves
S. minister or priest	_____organizes records, knows alphabetical order
T. grounds keeper	_____puts groceries in bag at check out
U. florist	_____takes care of young children
V. shipping clerk	_____does one part of a job
W. clerical worker	_____shelves books, stamps due date cards
X. library aide	_____collating, envelope stuffing, mailing labels

20.90.1P:8
20.90.2P:8
20.90.3P:8

OPENING AN INTERVIEW

Worksheet

Name_____ Date_____

Directions: Check each behavior performed.

Behaviors	Teacher Demonstration	Practice
Remove hat and colored glasses when entering office.	____	____
Introduce yourself to receptionist, stating your name and reason for your visit.	____	____
Greet the interviewer verbally.	____	____
Smile, make eye contact and shake hands (if given the chance).	____	____
Stand until asked to sit, then thank the interviewer when seated.	____	____
Smile and make eye contact during interview.	____	____
Don't smoke or chew gum.	____	____
Sit straight, don't fidget.	____	____

Source: Life Centered Career Education, Donn E. Brolin, 1992, Reston, VA: The Council for Exceptional Children.

Pupil SERVICES DEPARTMENT

WEST HARTFORD PUBLIC SCHOOLS
28 South Main Street, West Hartford, Connecticut 06107
Telephone (203) 523-3500
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EMPLOYER'S EVALUATION

Student's Name: _____

On The Job Supervisor: _____

Job Site: _____

Date of Evaluation: _____

WORK HABITS & EFFICIENCY	EXCELLENT	GOOD	FAIR	NEEDS IMPROVEMENT
On Time				
Work Attendance				
Calls In When Out Ill				
Safety Conscious				
Takes Care of Equipment & Work Areas				
Follows Directions				
Asks For Help When Needed				
Personal Appearance				
Shows Initiative				
Works Independently				
Good Work Quality				
Cooperates With Supervisor				
Cooperates With Other Employees				

PERSONALITY & SOCIAL ADJUSTMENT	EXCELLENT	GOOD	FAIR	NEEDS IMPROVEMENT
Displays Positive Attitude				
Accepts Criticism				
Displays Self-confidence				
Is Cheerful				
Minds Own Business				
Mixes Socially With Other Employees				
Is Polite				

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West Hartford Public Schools

Special Needs Post High School Program

LIFE SKILLS

AND

COMMUNITY LIVING

The Hartford Courant

Calendar Section

1. **Movies**

2. **Records, Tapes and C.D.'s**

3. **Best Bets fun activities**

4. **Special Events**

NUTRITION GLOSSARY
Fact Sheet

Balanced diet - a diet that gives you all the nutrients you need for good health

Balanced meal - a meal that uses foods from each of the four basic food groups

Basic food group - a group of foods that gives the basic nutrients that your body must have in order to live

Calorie - a unit that measures the energy in food - too many can add pounds to your body.

Carbohydrate - a basic nutrient found in foods such as bread and vegetables - gives your body energy that can be used right away

Contents - the food inside a package

Deficiency - not enough of the foods your body needs for health

Empty calories - foods that have a lot of calories but don't help keep your body healthy

Energy level - how tired a person feels, or how full of energy

Fat - a nutrient that stores energy for your body to use later - too much is not healthy

Ingredients - things that are mixed together to make a certain food

Junk food - prepared food, usually from stores and fast food places, that is very high in fat and sugar - doesn't have many nutrients

Mineral - a basic nutrient found in all foods - makes body parts strong, helps keep you healthy

Nutrient - the part of food your body uses to keep healthy and grow

Nutrition - the way living things use food to grow, keep healthy and stay alive

Per serving - for each serving

Perishable - something that spoils fast

Portion - a certain amount of food

Preservative - something that is added to food to keep it from spoiling

Protein - a basic nutrient found in food such as meat - makes and repairs cells and tissues, gives your body energy

Serving - a helping of food or drink, enough for one person.

Vitamin - a basic nutrient found in most foods - helps the cells in your body use food

Source: Life Centered Career Education, Donn E. Brolin, 1992, Reston, VA. The Council for Exceptional Children.

KEEPING AT A HEALTHY WEIGHT

Fact Sheet

When you weigh more than your body frame can handle easily you become overweight. This is harmful to your health and may make your life shorter. Some health problems of being overweight are: high blood pressure, diabetes, heart disease.

Below is a body weight chart. Can you find what you should weigh? You will need to find your height first. Work with a partner to find out how tall you are. Be sure to take your shoes off.

ARE YOU "FIT"?

You can't change your basic body build. But here's some GOOD NEWS -- whatever the body type you have, you can be healthy and in good shape.

Desirable Body Weight Ranges

Height without shoes	Weight without clothes	
	Men (Pounds)	Women (Pounds)
4'10"		92-121
4'11"		95-124
5'0"		98-127
5'1"	105-134	101-130
5'2"	108-137	104-134
5'3"	111-141	107-139
5'4"	114-145	110-142
5'5"	117-149	114-146
5'6"	121-154	118-150
5'7"	125-159	122-154
5'8"	129-163	126-159
5'9"	133-167	130-164
5'10"	137-172	134-169
5'11	141-177	
6'0"	145-182	
6'1"	149-187	
6'2"	153-192	
6'3	157-197	

NOTE: For women 18-24 years, subtract one pound for each year under 25.

Weight range charts (like the one here) can help you tell if you have a weight problem, but they don't tell if you are fit.

Some people who weigh more than the chart shows are FIT because their extra weight is in muscle, not fat. Overweight is a problem only if those extra pounds are in fat.

Some people who are in the weight range for their height are not FIT. They need to exercise for their health.

Are you FIT? Do you exercise? Do you eat right?

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Source: Life Centered Career Education, Donn E. Brolin, 1992, Reston, VA: The Council for Exceptional Children.

THE BEST PRICE

ITEM	BRAND NAME	COST
SOFT DRINKS	a._____	$_____
	b._____	$_____
	COST DIFFERENCE	$_____
FROZEN PIZZA	a._____	$_____
	b._____	$_____
	COST DIFFERENCE	$_____
PRETZELS	a._____	$_____
	b._____	$_____
	COST DIFFERENCE	$_____
BREAD	a._____	$_____
	b._____	$_____
	COST DIFFERENCE	$_____
PEANUT BUTTER	a._____	$_____
	b._____	$_____
	COST DIFFERENCE	$_____
EGGS	a._____	$_____
	b._____	$_____
	COST DIFFERENCE	$_____
SPAGHETTI	a._____	$_____
	b._____	$_____
	COST DIFFERENCE	$_____
SPAGHETTI SAUCE	a._____	$_____
	b._____	$_____
	COST DIFFERENCE	$_____
BOTTLE JUICE	a._____	$_____
	b._____	$_____
	COST DIFFERENCE	$_____

West Hartford Public Schools

Special Needs Post High School Program

PARENT COMMUNICATION

AND

HOMEWORK

Pupil SERVICES DEPARTMENT

WEST HARTFORD PUBLIC SCHOOLS
28 South Main Street, West Hartford, Connecticut 06107
Telephone (203) 523-3500
(Equal Opportunity Employer)

August 24, 1994

Dear Parents and Students,

Welcome back! We're looking forward to the start of our St. Joseph's program. Here's some information you'll need to know:

The **buses** will drop you off at Conard as in the past. The teachers will direct you to your 1st period class. There are no homerooms this year, daily announcements will be made during 1st period.

After 2nd period, be sure to take all of your belongings with you to St. Joseph's, since you will not be returning to Conard until the following morning.

At **9:30**, the van will pick you up at the bus area and bring you to St. Joseph's College. Mrs. DelTatto and other Special Needs staff will meet you at **McGovern Hall**.

Some of the things you should **bring** are:

* Lunch money (**$3.00** daily should be enough; we will be obtaining reduced lunch forms and sending them to you).

* Gym clothes: including light soled sneakers (no black soles)
  Bathing suit and towel
  Shower supplies (optional)
  Lock with a key (for lockers in gym area)

* School supplies from Conard List (calculator, pencils, notebooks, etc.)

Vocational placements will be finalized by the end of September. We will be spending the month orienting ourselves to the campus and participating in as many student activities as possible.

If you have any questions, we will be available at Conard on Monday morning, August 29th. We will give you the phone number of our room at St. Joseph's as soon as we have one.

See you on Tuesday!!

Sincerely,
The Special Needs Team

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Pupil SERVICES DEPARTMENT

WEST HARTFORD PUBLIC SCHOOLS
28 South Main Street, West Hartford, Connecticut 06107
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Dec. 19, 1994

Dear Parents,

As part of our current unit on Leisure Activities, we will be sending home a Home Leisure Activities Form to be completed during the week of vacation. We are asking you to encourage your son/daughter to choose a leisure activity that they haven't done before and try it for the week. They need to spend at least 15 minutes per day on this activity. They do not necessarily need to be doing this project alone.

Attached is a list of leisure activities generated by the students. Using this list as a guide, please choose an activity that would be possible for your son/daughter to do each day of the vacation and also is new to them.

For discussion purposes, please indicate on the bottom of this form which activity your son/daughter will be trying. Keep the list of activities and use it to give them inspiration when they have some free time.

Please return the bottom of this page as soon as possible, as we will be discussing this in classes this week. The Home Leisure Activities Form will be sent home at the end of the week.

Thank you for your cooperation and assistance!
The SJC Special Needs Team

Name of student: _____

Activity for the week will be _____

Parent signature _____

Home Leisure Activities
Record Form

Name_____ **Date**_____

S.J.C. Program	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Activity							
Time Spent on Activity							
Comments: Level of Participation Interest Enjoyment							

Directions: Please complete form and return to school_____ _____

Pupil SERVICES DEPARTMENT

WEST HARTFORD PUBLIC SCHOOLS
28 South Main Street, West Hartford, Connecticut 06107
Telephone (203) 523-3500
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Jan. 18, 1995

Dear Parents,

As part of our current unit on Banking skills and Managing Personal Finances, we would like your permission to take your son/daughter to the bank and have them cash their paycheck. Their paychecks are approximately $10.00.

If they already have a bank account, please supply us with the name of the bank and their account number and we will assist them in depositing their paycheck. If they don't have an account or their bank isn't in this area, we will go to the bank from which their checks are drawn (Shawmut).

We will be going to the bank Thursday and Friday of this week. Please be sure to sign the permission slip and be sure your son/daughter brings the following:

1. signed permission slip (see attached)
2. photo identification
3. bank name and account number
4. deposit slip
5. wallet or change purse

Please note that this activity is optional, and we will understand if you do not wish to have your son/daughter participate. We would however, encourage you to consider this, as it is part of the LCCE curriculum and reinforces the Independent Life Skills we are working on.

Please call us if you have any questions or specific concerns.

Thank you for your cooperation,

The Special Needs Team at SJC

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ST. JOSEPH CAMPUS SPECIAL NEEDS PROGRAM

1/18/95

Meeting: Allan Menkel, Dee Vowles, Amy Gothers, Carol DelTatto, Linda Nawrot, Alex Nardone

"What Are the Positives of the Program that You See?"

- The students are coming to conclusions on their own.
- The students are making realistic choices.
- There seems to be a higher level of intellectual processing.
- There seems to be more willingness on the part of the students to try new and different activities.
- The students are displaying very appropriate behavior in social situations.
- The students have adjusted very well to the campus program.
- The students realize that they need to wear a watch.
- The campus provides a balance between a new environment and geographic security.
- There have been a wide variety of experiences and opportunities available to the students: bookstore, cafeteria, fitness center, library, dorms, activities center, bulletin boards, special events such as craft fairs and musical performances.
- The program is completely inter-disciplinary.
- The program is life-centered and focuses on real and meaningful daily living.
- The students are included in an-age appropriate environment.